

Table 3.1 Topics Explored by Groups When Inquiring about Text

Literacy Domain	Purpose	Sample Questions
Vocabulary	Understanding the word-level demands of the texts we use	<ul style="list-style-type: none"> <li>• Which words are our key focus for this lesson?</li> <li>• Which general academic words might be barriers to student understanding?</li> <li>• Which words will give students more access to the language of this text?</li> </ul>
Academic language	Learning about potential structures, including but also extending beyond vocabulary, that might support or challenge readers in accessing content	<ul style="list-style-type: none"> <li>• How are sentences and paragraphs structured in this text? Have we helped students understand those?</li> <li>• What is the stance in this text, and how might it help students understand?</li> <li>• What skills beyond vocabulary do you need to access this successfully?</li> </ul>
Text complexity	Developing a toolkit to understand how text complexity is determined and how that relates to reading in particular disciplines	<ul style="list-style-type: none"> <li>• How difficult is this text in terms of readability?</li> <li>• What is taken for granted here, and what is explicit?</li> <li>• How well does this text reflect the disciplinary skills we hope to foster?</li> </ul>
Background knowledge	Understanding how various experiences and prior knowledge can contribute to readers' sensemaking as they read varied texts	<ul style="list-style-type: none"> <li>• What background knowledge do you need to access this text?</li> <li>• How do diverse students make meaning here differently?</li> <li>• What background knowledge is essential here to take away the lesson goals?</li> </ul>
Digital literacy	Learning about how reading differs by being presented in various media and how this shifts the experience of text as well as potential for scaffolding	<ul style="list-style-type: none"> <li>• How does reading on paper versus on a screen differ?</li> <li>• How do we ensure students are reading successfully when reading digitally?</li> <li>• What potential scaffolds are gained in a digital version of a text?</li> <li>• How can we use tools to build fluency and comprehension online?</li> </ul>
Multiple texts	Building sets of texts around particular topics to achieve goals, such as differentiation, or working on skills such as perspective-taking	<ul style="list-style-type: none"> <li>• How can we use an array of texts to generate interest?</li> <li>• How can we use a text set to build a stronger background?</li> <li>• How can we use text sets to differentiate for readers with different skills and interests?</li> </ul>